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ABSTRACT

This program overview of experience based career education (EBCE) includes definition of EBCE, comparisons between it and other career/vocational programs, review of program elements and community involvement, and description of its program evaluation and staff training elements. EBCE is described as an alternative to regular high school which includes new approaches to academic learning and student investigation of careers through actual work in them combined with learning about them from books and other resources. The document contains discussion of program alternatives (work study, vocational education, and EBCE) with primary focus on the objectives and practices of each program. Program elements discussed include individualization and the integration of academic courses, concepts and objectives, inquiry process, student activity sheets, career exploration, career development, and decisionmaking. The role of community involvement is described and a listing of EBCE sites is included. Evaluation results are summarized for 1972-73 and 1973-74 programs, indicating above average educational effects. Learning coordinator training and experience site analysis training are outlined in the section on staff training. A glossary of EBCE terms is included. (TA)

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EBCE PROGRAM OVERVIEW

CE011 213

Appalachia Educational Laboratory, Inc.
Charleston, West Virginia

July, 1975

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WELCOME TO EBCE

EBCE is an alternative educational program for junior and senior high school students designed to effect improvements in two areas of educational need: the need to provide a more meaningful method of academic learning for those high school students not reached, "turned off", or bored by the traditional classroom system of instruction and learning; and, the need to provide individual students with the potential to make informed career decisions on the basis of planned and evaluated real world experiences.

WHAT IT IS AND HOW IT WORKS

The full name of the program is Experience-Based Career Education. It's set up to provide high school students an alternative to the traditional junior and/or senior program of classroom learning.

In EBCE, the important words are "experience" and "career". When students gain experience in a variety of job settings, they naturally make informed decisions about their careers. And when they gain that experience using the EBCE curriculum materials, they understand how to gather the information they will need to make career decisions

Instead of attending classes, as they might do if they remained in a regular high school, EBCE students (1) look over the many different places to work in the community, (2) choose the places and the jobs they want to know more about, and (3) spend one to 13 weeks at the job sites they've selected.

Although EBCE students spend 70-80% of their time at job sites, they simultaneously complete the same credits they would have completed had they remained in the traditional high school programs.

To help them accomplish this, EBCE provides individualized instruction by professional teachers. We call our teachers "learning coordinators" (LC's). Working with each student individually, LC's are able to turn job experiences into academic experiences, and these into earned credits.

For example, a student who needed a science credit elected to work at a chemical plant. She then proposed to conduct a project on the making and coloring of artificial fibers. The project was approved and supervised by her EBCE learning coordinator and her contact at the plant. When the project was completed, she was given academic credit for it.

While some employers may eventually hire EBCE students whose work has impressed them, we should make it clear that our program is not intended primarily to provide vocational training or job placement. Rather, our program enables students to learn how to gather the information they will need to make rational career decisions. Through their participation in EBCE, students learn how to secure training and placement on their own. Several of our students have gotten jobs as a direct result of their EBCE experiences.

Among these jobs were travel bureau agent, hotel desk clerk, camera operator for a public television station and part-time fashion coordinator.

BENEFITS TO STUDENTS

Students get much more from EBCE than job variety. They discover that there's a lot of difference between what the world of work is like and what they thought it would be like.

They learn more about their own strengths and weaknesses -- not from traditional classroom situations, but from real-life ones. Some of these discoveries are disappointing, but they have to happen if students are to gain any useful self-direction and independence.

Another benefit -- and one that many schools cannot offer -- is personal attention and instruction. At EBCE, assignments are planned to fit the individual student.

Through their job experiences, EBCE students meet people who can help them in their later education or employment (by providing references, recommendations and referrals to other jobs).

Some of the qualities people need to get along well in life are judgment, reliability, sociability; and EBCE students get a headstart in developing these qualities.

BENEFITS TO THE COMMUNITY

Employers are able to get some idea of what the coming generation of employees is going to be like. And they learn about it in time to suggest changes in education -- or even to change their own attitude about youth.

Young and talented people who might otherwise leave the community after completing high school or college learn that the area offers enough opportunities to cause many of them to stay.

Finally, students who learn how a community really works can help it work more effectively.

Because of the real-life problems students must learn to deal with, the important question is not "What did you learn in school?" but "What school did you learn it in?"

EBCE is operated by the Appalachia Educational Laboratory, Inc. AEL is a private, non-profit corporation with headquarters in Charleston, West Virginia. It was incorporated in 1966 under provisions of Title IV of the Elementary and Secondary Education Act of 1965 to conduct educational research and development. AEL serves the seven states of Alabama, Kentucky, Ohio, Pennsylvania, Tennessee, Virginia and West Virginia.

A LOOK AT ALTERNATIVES

Many Career Education programs exist today. Each is directed at a different segment of the student population; each has separate goals and objectives; and, each operates in a unique fashion.

Often EBCE is confused with some of these other alternative programs. At first glance, the similarities are apparent. However, under close scrutiny the contrasts outweigh the similarities; and, one concludes that EBCE is a program with unique characteristics. The purpose of this section is to compare EBCE with other career education programs so as to clarify and distinguish the objectives, goals, and procedures of EBCE.

For brevity, three prominent types of alternative programs will be discussed: (1) Work Study; (2) Vocational Education; and (3) Experience Based Career Education. The primary focus of our discussion will be on the objectives and the practices of each program.

WORK STUDY PROGRAMS

Work Study programs are those which give high school students the opportunity to hold part-time jobs. These jobs may or may not be related to the student's career interests and/or vocational training. A student applies for a job either directly or through the school. If the student gets the job, he* usually goes to school for half a day. Depending upon the particular program, the employer may or may not further the student's knowledge or training in a particular skill. The student works at the same community site for the entire year. In many cases, programs are not arranged for the student at the site. Therefore, any learning which occurs may be done in an informal manner.

As has been stated, the academic load is acquired through classroom instruction in the traditional high school. Thus, the academic work is not related to the student's job. The student has access to the school's guidance counselor, as do all the other students enrolled in the high school.

Advantages of this type program are that the student: (1) gets actual work experience; (2) may enhance entry-level skills; and (3) receives compensation.

VOCATIONAL EDUCATION PROGRAMS

Vocational Education programs provide specific preparatory training in a simulated in-school environment for those students seeking entry-level job skills. Before entering such a program the student selects a career within a school environment; thus, the student gets no exposure to work within an actual work situation. Having completed the program, the student is equipped with a marketable entry-level skill. Thus, this program is geared for the student seeking "immediate work or short-term training."

Academic courses, as in the Work Study program, are obtained in the classroom situation. A student attends academic classes

*The masculine gender is used throughout this document to indicate any person, not a particular sex.

for half a day and vocational classes for half a day. Again, the academics are not related to the student's particular career interests or vocational training. In both programs the academic courses and the vocational training are taught by different staff members who have little interaction regarding the future plans of a particular student in the programs. Like the work study students, vocational education students have access to the school guidance counselor.

Advantages of this type program are: (1) having completed a program in vocational education, the student is prepared to enter a particular field, and (2) although additional training may be needed, the student still has a head start on peers not enrolled in a training program.

EXPERIENCE BASED CAREER EDUCATION PROGRAMS

Experience Based Career Education programs (EBCE) offer high school juniors and seniors the opportunity to explore various careers. The basic philosophy of the program is to help students cope effectively with adult life and to enable them to make career choices.

Major differences between EBCE and Work Study are that: (1) work study students are paid, and (2) work study students receive academic credit in a classroom setting. Major differences between EBCE and Vocational Education programs are that: (1) EBCE students do not necessarily learn an entry-level skill, and (2) EBCE students receive academic credit in a community setting. The key word in the EBCE program is "individualization." EBCE students receive individual treatment in academic work, in career planning and in counseling.

The instructional system in EBCE differs from the traditional classroom course work. Each EBCE student selects various objectives coinciding with graduation requirements and career interests. The LC and student together build an academic program that is based on these objectives. Therefore, each student's academic assignments are unique.

Academic work differs from classroom work in another important respect. Distinctions between learning areas are minimized or eliminated. Rather, an interdisciplinary approach is used: students may get academic credit in several courses by completing one assignment. Thus, students begin to understand relationships that exist between different subject areas.

Another major contrast between EBCE and other career education programs is that the EBCE student has many varied career placements, rather than a single one. The student matriculates through a sophisticated career selection process during which career preferences are identified. Using this information, the student spends the year investigating careers which may or may not be related to each other.

Advantages of EBCE are that: (1) students are provided with a multitude of experiences which

aid them in making career decisions and in facing the world of work, (2) students receive individual attention, (3) students are exposed to members of the community before graduation and make valuable career contacts, and (4) students who were "turned off" to classroom learning are provided a viable alternative for completing academic requirements.

ALTERNATIVE PROGRAMS CHECKLIST

	Work/Study	Voc/Ed	EBCE
Offers an alternative to traditional "straight" academic course work for high school students.	X	X	X
Allows student to explore careers firsthand in the community.			X
Trains student in a marketable entry-level skill.	X	X	X
Gives students the opportunity to investigate: (1) available jobs and career patterns; (2) requirements for jobs; and, (3) expectations and dictates of the world of work.			X
Exposes students to adults in a work situation.	X		X
Allows students to assess their interests in relation to various careers.			X
Targets program for those students who have already made their career decision.	X	X	
Focuses on those students seeking immediate work or training.	X	X	

	Work/Study	Voc/Ed	EBCE
Prepares students to make a career decision, based on exposure to numerous careers at various sites.			X
Uses community resources.	X		X
Allows student to work in the community.	X		X
Places students at one community site.	X		
Pays students.	X		
Consolidates academic and career instruction into a single staff member.			X
Guidance and counseling provided by school personnel.	X	X	X
Offers individual learning experiences.			X
Academic learning occurs in the classroom.	X	X	
Uses an inter-disciplinary approach in the curriculum.			X
Separates each course of study.	X	X	
Develops unique academic and career experiences for each student.			X
Strives to direct students' learning around life competency objectives.			X
Directly relates academics to careers.			X

	Work/Study	Voc/Ed	EBCE
Focuses on personal development (maturation, decision-making, acceptance of responsibility, self-insight, confidence, coping skills).			X
Adapts the program to each individual and changes as the students' interests change.			X

PROGRAM ELEMENTS

An EBCE student's program is composed of two basic elements, an academic program and a career program. The two programs are described in the core curriculum documents of AEL/EBCE: the Student Program Guide and the Student Career Guide. Utilizing these two documents, the student and LC develop one integrated career exploration plan which the student then pursues during the course of his year in EBCE. This is possible because EBCE merges the world of classroom and community -- of study and experience. The method in which EBCE accomplishes this "merger" is described below.

INDIVIDUALIZATION AND THE INTEGRATION OF ACADEMIC COURSES

AEL's Experience-Based Career Education program is many programs rather than just one. Each student is at a different point at program entry. Each has unique interests, abilities, academic backgrounds, and personal traits; each is entering EBCE as a full-time activity; the school will be the total community, rather than the classroom. The topics, people and jobs with which each student deals are different totally or partially from those with which other students deal.

One of the major priorities is to create a set of learning experiences which is appropriate to each individual. As a result, each student experiences his own special community, in terms of Resource Persons, placements, academics, and learning style.

The second priority is to create a set of learning experiences that integrate the student's academic requirements. The content of social studies, English, science, and career development are inescapably different, yet within AEL's EBCE program they are combined into single sets of activities. An EBCE student, for example, may conduct biological research and experimentation (for science credit) while exploring a particular career in ecology (for career development credit). The student may write reports on both of these activities, and have them evaluated for English credit. Additionally, the student may supplement any of these "on-site" activities with special tutoring, small group discussion, texts, or independent study activities. The only criterion is what is best for the individual student, and the "best" is a joint decision by the student and the learning coordinator (and frequently, parents, Resource Persons, and guidance personnel).

AEL's EBCE program has been able to blend many apparently discrete "subject" areas into single sets of activities only because it has avoided a focus on the classroom and on subject-matter content. This latter does not mean that students have no academic content in their studies; rather it means that the content itself is not the organizing principle for learning.

The academic and career curricula within AEL's EBCE program are oriented towards what is known as the "concept/inquiry" model of learning. This model, which is both simple and efficient in practice, has two major elements:

concepts, and the inquiry process.

CONCEPTS AND OBJECTIVES

Essentially, the model states that learning becomes more meaningful for students when they concentrate on key concepts and objectives in a particular area, rather than on a body of knowledge. For example, a student may need a Civics or Social Studies credit. As part of this credit, the student might choose to explore the question: "Are particular groups who are in contact with each other basically cooperative or competitive?" (This is a sub-set of an overall concept of "Social Structure".) The student could learn about this general question in many ways, through many texts and references, and at many different placement sites, depending on the nature of his program.

More specifically, a hypothetical student may be exploring careers (and/or earning science credits) at a large chemical plant. In the social studies area, the student might learn from a number of people that such large industries are both competitive (in sales and new product development) and cooperative (in basic research, in lobbying, etc.). One site, and one set of experiences could lead to academic credits in several "courses", and could stimulate the student's career interests and at the same time provide valuable insights into the adult world.

Within AEL's EBCE program, then, a student chooses academic learning objectives on the basis of key concepts, with the specific emphasis and subject matter variable, rather than the other way around.

INQUIRY PROCESS

The concepts described above serve essentially as the structure for student learning. The inquiry process provides the key process for learning. Essentially, that means that the student has decided to master (part of) the concept of cooperation/competition; to understand it and to be able to apply it.

The inquiry process, as used within AEL's EBCE program, lets the student "master" the concept systematically, and in the process develop rational thinking skills. After a student selects a concept, the student and the learning coordinator generate specific activities addressing that concept (e.g., get opinions from 10 Resource Persons at the site about whether they are basically competitive or cooperative with rival companies, and identify their reasons, values, and priorities in making those judgments; read selected chapters from certain books; analyze the interview results in light of the textual information).

Each activity which addresses the concept is given an "inquiry code", depending on the type of activity. The codes which AEL's EBCE program uses are based on five inquiry steps (five levels of rational thinking). They include defining the problem, gathering and analyzing information, and communicating the conclusions. Cumulatively, each

student will have gone through all five steps a number of times during the EBCE year, thus systematically being prepared to think more rationally in meeting future situations.

Once target concepts are selected, the student can "mix" and "match" concepts, sites, references, and learning materials in ways that are unique. AEL's EBCE program has developed special manuals, cards, and other materials which cross-reference community sites, texts, possible activities, and other information. This set of cross-referenced, concept/inquiry based materials lets the student and learning coordinator translate general decisions about sites and concepts into an entire, personalized curriculum within a matter of minutes. Similarly, a student's curriculum can be revised by repeating the above procedures.

STUDENT ACTIVITY SHEETS

A major benefit of these procedures is that learning coordinators have the information needed to carefully monitor the student's performance. The document which contains the above information is the Student Activity Sheet.

Once the student and learning coordinator have agreed upon the basic thrust of the student's program, they must turn general desires into specific assignments. The student and the Learning Coordinator discuss a number of possible specific activities, and once they agree upon the first activity, then an Activity Sheet is prepared. The sheet specifies the site, the duration, the credit range to be given, the products to be produced, and the specific activities to be undertaken. Additionally, this Activity Sheet indicates the level of inquiry process involved in each activity.

This Activity Sheet serves many purposes. It is a contract between a student and LC; it insures that student, LC, and Resource Person know what the student will be doing; it establishes the range of credit the student may receive; it sets a timetable for completion; and it documents the student's work for high school credit purposes.

After the activity is completed, performance is evaluated by the learning coordinator, the site Resource Person, and the student. The amount of credit awarded is negotiated and recorded in the student's permanent file. Every step of the process is carefully followed, coordinated and evaluated so that no student simply "gets lost".

CAREER EXPLORATION

The direct experience of working with many adults as they perform their daily activities, is the key to AEL's EBCE program. Students who are studying politics test their knowledge against the practical insights of legislators, judges, city managers, and policemen. Students who are interested in a career in ecology study and work alongside scientists, technicians, investigators, and secretaries. They discover that "ecology" covers many

jobs rather than one, that every job has its boredom and excitement, and that the specific ecology careers that turn them on may require far more (or far less) education and experience than they expected.

The entire community, with all its richness, confusion, and reality, becomes the school for students enrolled in EBCE. Their goal is not to train for one pre-selected job, but to discover by direct experience what career(s) they find most potentially rewarding; not to use occasional "field trips" to supplement classroom study, but to actually study in the context of sites and people in the community; not to learn about responsibility, values, and maturity, but to become more responsible and mature, and to begin developing a conscious and consistent set of values.

Obviously, to organize the community in such a way as to tap its potential for learning requires an extensive amount of developmental planning.

AEL's system for analyzing and documenting what learning can take place at a given community site focuses on an "Experience Site Learning Guide" (one for each site). This Learning Guide, which can be put together by paraprofessionals after a short training session, contains seven basic kinds of information.

- General information about the site (names, phone numbers, location, hours, dress code, etc.);
- General descriptions of the site (kind of business, subdivisions within the organization, etc.);
- Task statements for each Resource Person in each subdivision (what they do, why, with what tools and instructions, etc.);
- Activities which a student may only observe (e.g., a lawyer Resource Person arguing a case in court);
- Activities which a student may do with no prerequisite training or experience (e.g., setting up props in a TV studio under direction);
- Activities a student may do with prerequisite skills (e.g., writing radio scripts); and
- Special activities and projects (discussions, demonstrations, tutoring, etc.).

The first three types of information are relatively cut-and dried, and depict enough of the nature of the site without going over-board with too much information. The last four types of information are the keys to learning; they are more creative efforts on the part of the EBCE staff and the site personnel to pinpoint career, academic, and personal development learning activities which the site can offer to students.

Using the Learning Guide gives the staff and students an opportunity to agree on sites, and general activities within a site which match the student's overall program needs and choices. Once this is done, very specific activities can be generated to guide and measure precisely what

a student is supposed to do, and does, on that site. Since the site personnel must "sign off" on the Learning Guide, both student and staff know in advance that the activities they create will be acceptable to the Resource People at that site.

CAREER DEVELOPMENT AND DECISION MAKING

In addition to the use of an integrated curricular structure and experience site learning guides to planning a student's program and site placements, AEL/EBCE also mandates for students a course called "Career Development".

This curricular area is designed not to aid a student in preparing for a pre-selected career but to provide guidance about possible careers and to promote mastery of basic career decision-making skills. The curriculum is based upon the idea that the most important career-related attribute for high school students is the ability to make rational career decisions in the future. This, in turn, is based on AEL's belief that a "career" is not a single job, but rather a continuing, life-long series of vocational, avocational and personal options and decisions.

The Career Development curriculum contains the same type of concepts and objectives listings as the other four basic curricula (Communications, Social Science, Physical Science, and Mathematics). The concepts include such areas as "What types of behavior usually bring satisfying job advancement?", "What types of training for a specific job or position are transferrable to what other jobs?", and "What are some of the advantages and disadvantages of membership in professional and union groups?" Students pursue the concepts they select through the inquiry process described earlier.

Additionally, however, the Career Development Curriculum contains a supplemental set of materials which helps the student plan, carry out, and evaluate career-oriented community experiences. These materials focus on three key dimensions of learning: occupational awareness, self-awareness, and career planning/decision-making. Essentially, the EBCE students continually play these three dimensions off against each other throughout the year. They use their site experiences to learn much about occupations, specific jobs, and the generalized "world of work" (getting a job, relations with supervisors, promptness, etc.). They assess the meaning of such information in terms of their growing awareness of who they are -- their values, abilities, interests, and temperaments. They then evaluate these insights to determine implications for possible career options and plans.

A student involved in this process might, for example, discover a great interest in a certain job, have the required abilities to do the job, but not be able to tolerate the amount of travel required. Such discoveries help a student make initial (and sometimes very difficult) decisions about post secondary activities. The student would have to decide, for example, how to resolve the conflict between the aversion to

travel and the desirability of the job. More importantly, the student would have gained some valuable attitudes and skills concerning the nature of career choices -- isolating the key factors in various jobs, assessing them in terms of one's own self-awareness, accepting and reacting to the realization that abilities and interests often conflict in career decision-making and recognizing that career decisions are not isolated occurrences but a life-long process of insight and re-evaluation.

COMMUNITY INVOLVEMENT

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Without the help of the community, EBCE would not exist. All facets of the program are important, but the community experience sites are basic instructional tools of the program. In EBCE, "the community is the school."

For learning to take place at community sites, there needs to be a basic organizational structure. This structure is derived from a process called experience site analysis. Site analysis views an experience site in terms of the job titles and career fields available for a student to explore. A trained site analyst then visits the site to begin gathering information which eventually is compiled in written form in the Experience Site Learning Guide. (See Section 3: Program Elements.)

The Guide's purpose is to facilitate, direct and improve the experiences students have at sites. It's value lies in giving students a basic background of the site, and an idea of what types of activities and levels of involvement to expect. With such information a student is better able to choose the sites he wishes to experience in the EBCE program.

The community is the "key" to EBCE. Resource people generously devote their time, imparting their knowledge and expertise to students. They are not paid for this. This is especially significant when one realizes that student placements last three or four days a week for 3-13 weeks. During this time the resource person (RP) works closely with the student, often encouraging him to enter a particular field if the student shows interest and ability in that area.

EBCE students have access to careers covering all facets of the world of work -- ranging from laborers to craftsmen, to doctors and lawyers, to artists and educators. Community participation in the program has not been limited to "regular" student placements. Several sites have arranged tours and tutoring programs.

Interaction between RP's and LC's is not restricted to discussion (both on-site and via telephone) of a particular student's placement; RP workshops are held to provide a forum for exchanging ideas and information and for uncovering problems and finding solutions. The EBCE staff has found these workshops extremely profitable -- the input from RP's and contact people has been invaluable in furthering the program's goals.

Our program works because the community wants it to. To take community interests into account, we work with a Community Advisory Council (CAC). Members of the council are students, parents, and representatives of business, industry, labor, education, and government. This council helps to make decisions and policies for EBCE.

EXPERIENCE BASED CAREER EDUCATION SITES*

The Art Store
AFL-CIO Appalachian Council
C. R. Adams, Jr., D.D.S.
H. B. Agsten & Sons, Inc.
Appalachia Educational Laboratory
Appalachian Research & Defense Fund
Ben Franklin Career & Tech. Ed. Center
Bert Wolfe Ford Company
Boll Furniture Company
Boy Scouts of America
Carver Career & Tech. Ed. Center
Central Glass Company
Chamber of Commerce
Charleston Area Medical Center:
  Memorial Division
Charleston Sunrise, Inc:
  Art Gallery
  Children's Museum & Planetarium
Charleston Building & Construction Trades Council
Charleston, City of:
  Affirmative Action Program
  City Manager
  Consumer Protection
  Fire Department
  Human Rights Commission
  Police Department
  Traffic Engineering
Charleston Daily Mail
Charleston National Travel Service
Charleston Veterinarian Hospital
Chemical Valley District Council of Carpenters
Citizen Action Group
Classic Shoe Store
Colonial Exxon
Connie's Upholstery & Fabric Shop
Dental Arts Laboratory
Dobbins, Fisher & Pittman, Real Estate
Electricians Local 466
Electrolux
Henry T.Elden & Associates
Engineers #132
Eskew, Smith & Cannon
Executive Air Terminal
Fas-Chek Markets
G.H.Friedlander Co., Insurance & Bonds
Glaziers Union #1195
Jay Goldman, Real Estate
Harden & Harden Funeral Home
Harris Brothers Roofing
E.L.Harris and Son, Inc.
William Haynes, Architect
Herbert Music
Holiday Inn (Charleston House)
Holiday Inn (Elk River)
Interagency Day Care Center
International Assoc. of Machinists #598
International Assoc. of Machinists #656
Kanawha City Florist
Kanawha County Board of Education
  Bonham Elementary
  Chamberlain Elementary
  Holz Elementary
  Kanawha City Elementary
  McKinley Jr. High (Program for Emotionally Disturbed)
  Piedmont Elementary
  So.Charleston Jr. High
Kanawha County Court
Kanawha County Parks & Recreation
Kanawha County Public Library
Kanawha Players
Kanawha State Forest
Kanawha Valley Builders Assoc.
Kanawha Valley Multiple Listing
Kashama's Boutique
Laborers #1353
Lawson's Insurance
Millwright #2340
Mountain Artisans
Mountain State Agency (Preiser/Mineco)
Newbrough Photography
North Charleston Recreation Center
Oakwood Pharmacy
Office Prof. Employees International Union #67
Phillips Animal Hospital
Pied Piper Day Care Center
Project Care, W.Va. State College
Raines Motors, Inc.

EBCE SITES
(Contd.)

Shawkey Center
Shawnee Hills Regional Center
Shoney's
Sodaro's Electronics
Dale D. Spicer & Co. Inc.
Stage 4 Recording Studio
Stagehands' Union
Stone & Thomas Dept. Store
Thomas Memorial Hospital
Travelmates, Inc.
Triangle Community School
Trojan Steel
Union Carbide
United Mineworkers, Field
  Service Office
U.S.Marine Corps. Recruiting
  Office
Watts Insurance Agency
WBES-Radio
WCHS-Radio
WCHS-TV
WKLC-Radio
WMUL-TV
WVAF-Radio
W.Va. Council of Churches
W.Va. State of:
  Commission on Aging
  Dept. of Agriculture:
    Animal Health & Con-
    sumer Protection
  Air National Guard
  College of Graduate Studies
  Dept. of Employment Security
  Federation of Labor
  Governor's Commission on Crime,
    Delinquency & Correction
  Dept. of Health-State Hygienic
    Lab.,
  Human Rights Commission
  Dept. of Mental Health
  Public Employees Insurance
    Board
  Rehabilitation Center
  Treasurer
Charles E. Wright, D.D.S.
YMCA
YWCA
Young's Feed & Seed
Zando, Martin & Milstead, Inc.

*As of May 27, 1975

EVALUATION

As a research and development program, EBCE has naturally placed considerable emphasis on evaluation -- trying to ascertain what impact the program has had on the students who have participated. The EBCE students have taken an array of evaluation tests, including tests measuring academic achievement and career maturity as well as tests identifying personal attitudes and career interests. Both students and their parents have been interviewed in an effort to achieve a comprehensive, detailed and valid evaluation of the program.

The EBCE students represent a broad range of academic achievement and intellectual ability, and come from all social, racial, and economic groups in the Charleston area. Forty-four students were graduated from the program in the 1972-73 school year and received diplomas from their home high schools as well as career education certificates from EBCE. Eighty-one students were graduated in 1973-74, and 75 in 1974-75. Results of evaluation data and analyses for the 1972-73 and 1973-74 school years are complete and available. The highlights of these evaluation results are briefly described below. Evaluation data for school year 1974-75 are not complete; therefore results are unavailable at this time.

1972-72 RESULTS

The Iowa Test of Educational Development (ITED), a test that seeks to measure academic achievement in a number of disciplines, was given to EBCE students when they entered the program and again near the completion of the program. Students who were in the program the entire year showed a growth rate that was statistically greater than expected in language arts. Although they were not statistically significant, greater than expected growth rates were shown in mathematics, social studies, social science, and in the composite scores. A small growth was also indicated in reading. There was no growth demonstrated in the "use of sources" portion of the ITED.

Of course, another important objective of the EBCE program is to prepare students to make career decisions. Consequently, students were queried about their career plans in the final student interview. Twenty-seven of the 44 students (61%) in the 1972-73 class reported firm career choices while eight students (18%) had not made a choice or had not narrowed down their fields of interest. In every case, they reported that the EBCE program had influenced their career decisions. When asked what they had specifically gained from the EBCE program, at least 49% of the responses were related to occupational information of job-related skills.

Parents of the EBCE students were asked to identify the advantages of the EBCE program over the home high school. Although there were a variety of responses given, at least 42% believed it was the job information the students had received. A second question was asked of parents to find out how the program had affected their child's career plans. Eighteen parents

(58% of the respondents) reported that their child was more certain of a career choice, 25% reported no change, and 7% said their child was less sure of a career choice.

In order to obtain information about the activities of the 1972-73 students after they had graduated from the EBCE program, questionnaires were sent to them in December, 1973. Twenty-nine graduates were either working full-time or involved in some type of advanced training: 16 of the EBCE graduates were continuing their training in either colleges or vocational and technical schools and 13 students were working full-time. Six of the students who were working reported that their job sites were either sites where they had worked as EBCE students or sites related to their EBCE experiences. While 11 of the students said they would not like to work in their present job five years from now, most working students were satisfied with their jobs at the present time. Of those students in advance training or college, 15 said EBCE had helped them prepare for the training. None of the students reported any difficulty in getting into college or advance training schools. The 1973 graduates were very positive about the effects of the EBCE program.

1973-74 RESULTS

Of the 81 students certified by the program, 44 enrolled the first semester with the remainder enrolled the second semester. These 44 first semester students were asked to evaluate the program after one semester's work. The students were very positive about the program and all indicated they would participate if they had it to do over. The primary reason given by students for entering EBCE was to learn about careers, although independence and the opportunity to choose their own learning style were mentioned frequently.

Fifteen goals were identified by EBCE developers as desirable for students to reach during their experience with EBCE. The students rated all 15 goals as highly important. In evaluating the effectiveness of the program in reaching the goals, the students also responded with a very positive overall rating. The employers also agreed with the importance of the 15 learning goals set forth for the students. Although employers were more modest than students or parents in rating the program's achievement of the goals, the employers did rate the program above average in every case.

EBCE students were given the ITED test when they entered the program and again near the end of the year. Comparison of the pre-test and post-test results showed that there was significant growth in reading comprehension, language arts, mathematics, and science.

Near the end of the year all EBCE students, plus some control groups, were requested to identify from a given list of adjectives three which best described how well their educational program prepared them for a career. The adjectives ranged from extremely positive to negative.

EBCE students were more positive than the control groups.

Three student questionnaires (two administered in January and one in April, 1974) showed that students had very positive feelings toward attending EBCE and toward further participation in the program. Students consistently rated the EBCE program higher than their home high schools on opportunities to learn about occupations, motivation to learn, and opportunities for general learning.

Twenty parents were randomly selected and interviewed in June, 1974. Most of the parents spoke favorably about EBCE. All the parents felt they understood what EBCE was all about, and most said they would encourage their children to enroll in the program again. Parents commented favorably about the program in several areas, including the opportunity to explore careers and jobs, the individualized instruction, and the chance for their children to learn about the outside world while becoming more responsible and self-reliant. Most felt that EBCE was responsible for their child's present career plans because they had been given much more opportunity to clarify career goals. As a result of participation in the program, parents felt their children had become more confident, responsible, and mature.

SUMMARY

The data presented above describe an energetic and successful EBCE curriculum. Statistics point to above average educational effects, and testimonials ascribe a great deal of emotional and economic improvement to the EBCE program. It is expected that the 1974-75 evaluation data will provide additional support for the continuation and implementation of Experience-Based Career Education.

TRAINING

EBCE requires two professional roles not found in the traditional school system: the Learning Coordinator and the Experience Site Analyst. Educational agencies choosing to adopt EBCE need to identify persons to function in these two roles. The selected persons are trained by AEL utilizing training packages developed and evaluated by the Laboratory.

LEARNING COORDINATOR TRAINING

The capstone of EBCE is the Learning Coordinator role. The LC is the person who coordinates the career and academic programs of individual students. To assure the successful accomplishment of this role. AEL provides seven days of intensive training before certifying persons as LC's.

AEL believes that potential LC's should be certifiable teachers. Certification insures AEL that the potential LC's have had an exposure to the basic principles of learning and instruction. Typically, LC's are persons who derive more personal satisfaction from individual interactions with students than from group interactions. Potential LC's are trained at EBCE's Training and Demonstration Center in Charleston, West Virginia.

The first four days of training stress the basic principles and procedures of the LC role. Training topics include:
(1) Definition of the LC role,
(2) Mastery of Site Selection and Placement Procedures,
(3) Mastery of Academic Procedures, (4) Use of Inquiry,
(5) Mastery of Student Activity Sheet Construction, (6) Evaluation Principles, and (7) Group Academic and Career Counseling Work.

The second three days will be set aside as a practicum. During the practicum, trainees will work with students to simulate and perform orientation activities and to practice and simulate a typical LC day. Some additional topics of the practicum are:
(1) filing and logistics,
(2) set-up of LC offices, and
(3) trouble-shooting strategies.

EXPERIENCE SITE ANALYSIS TRAINING

The person who has major responsibility for the development and analysis of experience sites for EBCE students is called an "Experience Site Analyst". It is the responsibility of the analyst to contact each potential EBCE experience site, to determine who will be available to work with EBCE students, to interview those individuals, and to analyze their sites for the types of learning experiences the site could provide. All of this information is compiled, by the analyst, into a document called an Experience Site Learning Guide. This guide is used by the student and the learning coordinator to aid in the selection of experience site placements and to write activity sheets keyed to that site.

Past experience has shown that a college degree is not a necessary prerequisite for experience site analysis. Learning Coordinators, whose in-depth knowledge of the program is an asset, can serve as

site analysts, conducting most of their site analysis during summer.

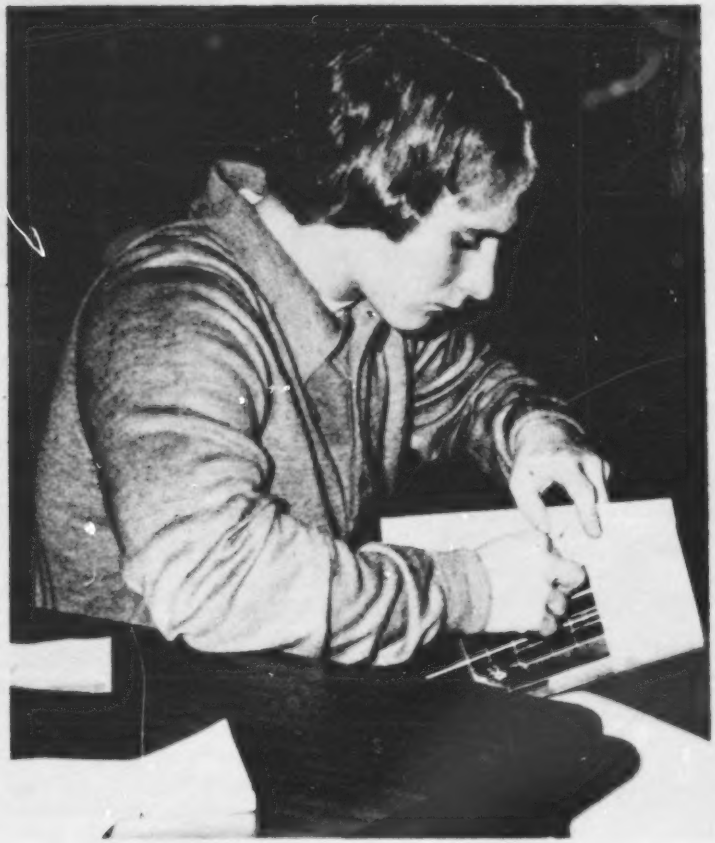
The basic skills or traits an individual must possess are: (1) above average to excellent writing skills; (2) the ability to get along well with people; (3) an outgoing personality; and (4) persistance and determination in completing a task without becoming intimidating to the individuals being contacted and interviewed.

Potential site analysts will undergo four days of intensive training at AEL's EBCE Training and Demonstration Center.

Training topics will include: (1) Discussion of the AEL/EBCE Program philosophy and history, (2) Instruction on how to select and contact sites for development, (3) Intensive exercises keyed to interviewing techniques and the writing of functional task analysis statements, and (4) Instruction on the maintenance of liaison with community experience sites and personnel.

In addition, the analysts will undergo on-the-job training by analyzing an actual experience site and will be evaluated on the quality of the experience site learning guide they produce as a result of the on-the-job training session.

Experience Site Analysis Training is offered on a quarterly basis at the Charleston Demonstration Center.



GLOSSARY OF TERMS

ACTIVITY SHEET

A single page document describing the assignment negotiated between student and Learning Coordinator. The purpose of the Activity Sheet is to define student activities either "on site" or "in-house". The Activity Sheet is the basic source of evaluation material for determining credit.

AEL (APPALACHIA EDUCATIONAL LABORATORY)

Research organization which developed an EBCE Program.

COMMUNITY ADVISORY COUNCIL (CAC)

An advisory board of representatives composed of business and community members.

CONCEPTS AND OBJECTIVES

The structure of the academic system. Students and LC's select concepts and related objectives to compose particular courses of study.

CONTACT PERSON

The experience site representative with whom initial contact is made in order to set up interviews for experience site analysis. Also, at some experience sites the central person through whom student placements are made.

EBCE (EXPERIENCE BASED CAREER EDUCATION)

A program of study offered as an alternative to regular high school in which the student investigates careers by actually working in them as well as learning about them from books and other resources.

EXPERIENCE SITE

A place in the community where EBCE students can work and learn with the aid of one or more Resource Persons.

EXPERIENCE SITE ANALYSIS

A procedure for evaluating a site in terms of what activities occur there, which ones the student may become involved in, and to what degree.

EXPERIENCE SITE ANALYST

Person who performs Experience Site Analysis.

EXPERIENCE SITE LEARNING GUIDE

Document which captures all information obtained from experience site analysis for each employer site.

INQUIRY CODE

Eight steps used to label functions of the activity sheets to key them to the inquiry process of learning. The steps are: 1) perform, 2) observe, 3) classify, 4) define, 5) analyze, 6) generalize, 7) infer, 8) communicate.

INQUIRY PROCESS

A method of learning similar to scientific investigation in which the student uses a series of logical steps to gather information and evaluate it on his own.

LEARNING COORDINATOR

A person who serves as a combination counselor and teacher for the student. Learning Coordinators meet individually with students to help plot out, track and evaluate particular courses of study.

RESOURCE PERSON

Person with whom the student works and/or observes at the experience site.

SITE SELECTION PROCESS

The procedures used (completion of career temperament, preference and attitude checklists) by students and LC to select a desired site for placement.

STUDENT CAREER GUIDE

That document which enables the student to explore careers at experience sites and gather information about himself and occupational situations. With the help of his LC the student can then synthesize this information for use in making career decisions.

STUDENT PROGRAM GUIDE

The document that allows the student and LC to develop, maintain, and update his academic program.

TASK STATEMENTS

Description of a Resource Person's job duties including what action results and what the limitations of that action are as listed in the Experience Site Learning Guide.